

## OCONEE SCHOOL DISTRICT

101 E. North Broad St.  
Walhalla, SC 29691

**GRADES** PK-12

**ENROLLMENT** 10,417 Students

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

**FISCAL AUTHORITY** County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

#### Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	1	0	0

**IMPROVEMENT RATING:** **BELOW AVERAGE**

**ADEQUATE YEARLY PROGRESS:** **NO**

This district met 26 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Average	No
2004	Good	Below Average	No

## DEFINITIONS OF DISTRICT RATING TERMS

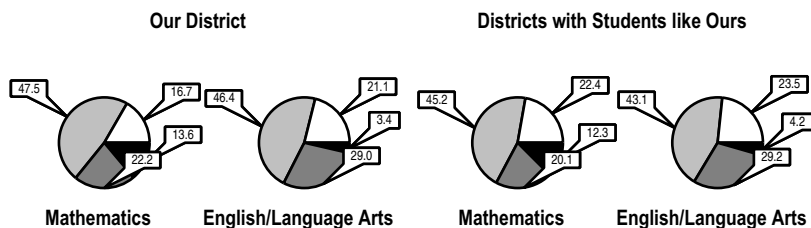
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.2%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

## HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	77.7	N/A	N/A	78.4	N/A	N/A
Passed 1 subtest	11.7	N/A	N/A	11.9	N/A	N/A
Passed no subtests	10.6	N/A	N/A	9.6	N/A	N/A

## ELIGIBILITY FOR LIFE SCHOLARSHIP\*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	19.3	16.2
Seniors who met the SAT/ACT requirement	19.9	16.6
Seniors who met the grade point average	60.1	52.2

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	4,939	99.4	21.1	46.5	29.0	3.4	32.4
Gender							
Male	2,618	99.4	25.5	47.2	25.4	1.9	27.3
Female	2,321	99.4	16.2	45.7	33.0	5.1	38.1
Racial/Ethnic Group							
White	3,995	99.6	18.0	46.1	32.0	3.9	35.9
African-American	642	99.7	35.8	47.1	16.0	1.1	17.2
Asian/Pacific Islander	30	96.7	3.8	50.0	34.6	11.5	46.2
Hispanic	261	95.8	35.6	51.5	12.4	0.4	12.9
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,855	99.4	16.1	46.2	33.6	4.1	37.7
Disabled	1,084	99.5	39.3	47.5	12.4	0.9	13.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,939	99.4	21.1	46.5	29.0	3.4	32.4
English Proficiency							
Limited English Proficient	81	85.2	60.3	30.2	9.5	0.0	9.5
Non-Limited English Proficient	4,858	99.6	20.6	46.7	29.2	3.5	32.7
Socio-Economic Status							
Subsidized meals	2,523	99.2	28.3	49.9	20.3	1.5	21.8
Full-pay meals	2,409	99.5	14.0	43.1	37.6	5.3	42.9
Mathematics							
All Students	4,940	99.6	16.7	47.5	22.2	13.6	35.8
Gender							
Male	2,619	99.7	17.6	46.1	22.8	13.5	36.4
Female	2,321	99.6	15.7	49.1	21.5	13.6	35.1
Racial/Ethnic Group							
White	3,996	99.6	13.4	47.0	24.3	15.4	39.6
African-American	642	99.8	36.8	47.7	11.3	4.2	15.5
Asian/Pacific Islander	30	100.0	3.7	25.9	37.0	33.3	70.4
Hispanic	261	99.6	18.5	58.0	16.4	7.1	23.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,855	99.7	12.3	45.5	25.4	16.8	42.2
Disabled	1,085	99.5	32.5	54.5	10.8	2.2	12.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,940	99.6	16.7	47.5	22.2	13.6	35.8
English Proficiency							
Limited English Proficient	81	98.8	33.3	56.5	5.8	4.3	10.1
Non-Limited English Proficient	4,859	99.7	16.5	47.4	22.5	13.7	36.2
Socio-Economic Status							
Subsidized meals	2,523	99.5	21.8	53.1	18.2	6.8	25.0
Full-pay meals	2,410	99.8	11.6	41.9	26.2	20.3	46.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	730	99.7	15.5	42.3	39.2	3.0	42.2
	Grade 4	835	99.6	21.3	51.6	25.1	2.0	27.1
	Grade 5	847	99.5	23.1	58.7	17.8	0.4	18.2
	Grade 6	842	99.4	30.8	39.4	25.3	4.5	29.8
	Grade 7	844	99.6	29.3	45.0	24.1	1.6	25.7
	Grade 8	803	99.4	27.9	47.3	21.1	3.7	24.8
<b>2004</b>	Grade 3	772	99.6	12.8	35.7	44.2	7.4	51.5
	Grade 4	728	99.2	14.3	47.2	36.4	2.1	38.5
	Grade 5	865	99.4	18.6	57.8	21.3	2.3	23.6
	Grade 6	886	99.8	32.7	44.3	20.6	2.4	23.0
	Grade 7	857	99.0	23.8	52.1	21.0	3.1	24.1
	Grade 8	843	99.3	24.5	51.2	21.8	2.4	24.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	730	100.0	13.4	53.4	25.5	7.7	33.2
	Grade 4	835	100.0	13.3	48.8	24.1	13.8	37.9
	Grade 5	847	99.9	15.0	53.2	23.7	8.1	31.8
	Grade 6	842	99.6	16.5	33.3	27.7	22.5	50.2
	Grade 7	844	99.9	21.9	38.4	21.9	17.8	39.7
	Grade 8	803	99.6	25.0	49.2	16.5	9.2	25.7
<b>2004</b>	Grade 3	772	99.9	12.4	60.1	20.9	6.6	27.4
	Grade 4	728	99.6	15.7	46.1	24.0	14.1	38.2
	Grade 5	865	99.9	14.0	48.7	21.1	16.2	37.3
	Grade 6	886	99.8	18.4	43.8	21.9	15.9	37.7
	Grade 7	857	99.5	16.4	40.8	24.8	18.0	42.8
	Grade 8	843	99.2	25.5	52.1	14.7	7.7	22.3

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	799	95.4	14.1	26.5	31.1	28.3	59.4
<b>Gender</b>							
Male	418	94.7	19.2	28.5	28.5	23.7	52.3
Female	381	96.1	8.5	24.4	34.0	33.2	67.1
<b>Racial/Ethnic Group</b>							
White	652	97.4	12.0	24.3	31.7	32.0	63.7
African-American	112	91.1	22.5	36.3	31.4	9.8	41.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	66.7	35.0	50.0	10.0	5.0	15.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	631	95.7	6.3	23.1	35.8	34.8	70.6
Disabled	168	94.0	43.7	39.9	13.3	3.2	16.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	799	95.4	14.1	26.5	31.4	28.3	59.4
<b>English Proficiency</b>							
Limited English Proficient	14	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	785	96.2	13.7	26.7	31.2	28.5	59.7
<b>Socio-Economic Status</b>							
Subsidized meals	303	92.4	25.8	34.1	26.2	14.0	40.1
Full-pay meals	496	97.2	7.3	22.2	34.0	36.5	70.5

<b>Mathematics</b>							
All Students	799	94.9	18.5	26.8	31.4	23.2	54.7
<b>Gender</b>							
Male	418	94.5	22.0	24.1	30.4	23.5	53.9
Female	381	95.3	14.6	29.8	32.6	22.9	55.5
<b>Racial/Ethnic Group</b>							
White	652	97.1	17.2	23.4	32.8	26.6	59.3
African-American	112	90.2	25.7	46.5	23.8	4.0	27.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	63.3	26.3	36.8	31.6	5.3	36.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	631	95.1	7.3	27.4	36.9	28.4	65.3
Disabled	168	94.0	60.8	24.7	10.8	3.8	14.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	799	94.9	18.5	26.8	31.4	23.2	54.7
<b>English Proficiency</b>							
Limited English Proficient	14	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	785	95.8	18.6	26.8	31.3	23.3	54.6
<b>Socio-Economic Status</b>							
Subsidized meals	303	91.4	31.5	30.4	28.3	9.8	38.0
Full-pay meals	496	97.0	11.0	24.7	33.3	31.0	64.2

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	608	96.7%	549	19.3%	630	83.8%	N/A
<b>Gender</b>							
Male	294	97.3%	257	16.7%	299	81.9%	
Female	306	97.4%	292	21.6%	331	85.5%	
<b>Racial/Ethnic Group</b>							
White	525	97.9%	475	20.8%	544	84.0%	
African American	55	94.5%	56	7.1%	59	79.7%	
Asian/Pacific Islander	3	I/S	2	I/S	3	I/S	
Hispanic	16	87.5%	14	7.1%	22	86.4%	
American Indian/Alaskan	1	I/S	2	I/S	2	I/S	
<b>Disability Status</b>							
Not disabled	534	97.6%	479	22.1%	538	88.1%	
Disabilities other than speech	66	95.5%	70	0.0%	92	58.7%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	600	97.3%	549	19.3%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	5	60.0%	4	I/S	9	88.9%	
Non-LEP	591	98.0%	545	19.4%	619	83.8%	
<b>Socio-Economic Status</b>							
Subsidized meals	117	96.6%	127	9.4%	162	72.8%	
Full-pay meals	482	97.7%	422	22.3%	468	87.6%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	96.7%	95.3%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	630	737
Number of Diplomas	528	565
Rate	83.8%	79.2%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	518	517	523	523	1041	1040
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	20.2	21.0	19.9	20.4	20.6	21.1	20.5	20.6	20.4	20.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 10,417)				
First graders who attended full-day kindergarten	92.3%	N/C	95.2%	97.2%
Retention rate	4.0%	Down from 4.5%	4.9%	5.3%
Attendance rate	96.8%	Up from 96.7%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.6%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	10.2%		5.1%	5.1%
Eligible for gifted and talented	14.8%	Up from 14.0%	16.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.4%	Up from 16.2%	11.7%	10.9%
Older than usual for grade	3.8%	Down from 4.0%	3.9%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 2.1%	1.5%	1.1%
Enrolled in AP/IB programs	10.3%	Up from 10.2%	16.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	222	Down from 435	233	157
Completions in adult education GED or diploma programs	85	Down from 101	50	39
Annual dropout rate	4.3%	Up from 4.0%	3.5%	2.9%
Teachers (n= 803)				
Teachers with advanced degrees	52.4%	Up from 48.8%	52.4%	50.0%
Continuing contract teachers	86.2%	Down from 87.5%	85.6%	84.6%
Highly qualified teachers**	92.7%	N/A	92.7%	92.5%
Teachers with emergency or provisional certificates	2.4%		3.6%	4.4%
Teachers returning from previous year	92.8%	Up from 92.2%	90.9%	89.9%
Teacher attendance rate	95.3%	Down from 95.6%	95.0%	94.7%
Average teacher salary	\$41,509	Up 1.3%	\$40,959	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	12.0 days	Up from 10.8 days	12.6 days	12.0 days
District				
Superintendent's years at district	1.0	Down from 9.0	3.5	3.0
Student-teacher ratio in core subjects	26.1 to 1	Up from 15.5 to 1	22.0 to 1	21.0 to 1
Prime instructional time	90.7%	Down from 91.1%	89.7%	89.5%
Dollars spent per pupil*	\$8,160	Up 0.5%	\$7,064	\$7,217
Percent of expenditures for teacher salaries*	55.6%	Down from 55.8%	56.3%	55.6%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	97.4%	97.3%
Number of schools	21	No change	16	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	3.1%	Up from 2.9%	3.4%	4.3%
Average age in years of school facilities	26	No change	26	26
Number of schools with SACS accreditation	21	No change	14	8
Average administrator salary	\$71,707		\$67,713	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	5 trustees elected to single-member seats
<b>Fiscal Authority</b>	County Council
<b>Average Number of Hours of Training Annually</b>	0.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Dear Oconee County School Family,

During the 2003-04 school year, community and business leaders, parents, teachers and administrators joined together to develop an ambitious vision for the schools of Oconee County. The strategic planning team for the School District of Oconee County believes that "Education is Everybody's Business." The team, comprised of about 200 individuals, developed action plans to focus Oconee County schools on continually striving toward excellence. The community is committed to strengthening family, business, higher education, and community partnerships so that our students have the opportunity to become competent life-long learners. The Oconee County school district strategic plan reflects the commitment of the Board of Trustees to forming interdependent networks throughout our community so that everyone's voice may be heard and valued throughout our schools.

Providing a rich, relevant curriculum is at the heart of our renewal plan. We will deliver differentiated instruction to all students so that each child may experience academic success. We have invested in a highly adaptive computerized assessment system (MAP) to inform teachers about students' academic progress immediately. Individualized diagnostic feedback provides the tools for teachers to adapt instruction to meet students' academic needs. We emphasize teaching literacy across the curriculum. We have Reading Strategies teachers in elementary and middle schools. We have Literacy Coaches to support teachers with strategies for enhancing reading and understanding at high levels.

We are fortunate in Oconee County to have skilled staff members, committed to continuous improvement, and strong community support. Our stakeholders are committed to the vision of being one of the best school systems in South Carolina and will support the bold measures necessary to achieve this goal. We invite family members, community and business leaders, and staff to provide input on achieving the goal of excellence.

Valerie Truesdale, Ph. D.  
District Superintendent